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CHANDIGARH ADMINISTRATION
EDUCATION DEPARTMENT

Notification

The 30th October, 2025

No. DSE-UT-S5-11(45)2018/6329.—In compliance of the directions given by Hon'ble Punjab and Haryana High Court in CWP No. 22527 of 2017 titled as "Jyoti Sehgal Vs. Union of India Ors." And CWP No. 32628 of 2019 titled as "Mehtab and another Vs. State of Haryana & Ors." And in exercise of the powers conferred by Government of India, Ministry of Home Affairs, New Delhi Notification bearing No. S.O.3870(E) dated 12.12.2017, the Administrator, Union Territory of Chandigarh is pleased to frame the policy for education to children with disabilities in the Union Territory of Chandigarh to meet with requirements of "The Rights of Persons with Disabilities Act, 2016" as under:-

1. INTRODUCTION:

1.1. The Constitution of India ensures equality, freedom, justice and dignity of all individuals and mandates an inclusive society for all including Persons with Disabilities (PwDs).

1.2. The Government of India Signed United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and enacted Rights of Persons with Disabilities (RPwD) Act 2016 that recognizes that persons with disabilities are entitled to equal opportunities and rights to participate in the social, economic and self-development activities in all walks of life.

1.3. Education has been an important sector/subject ever since India attained independence, yet Inclusive Education, particularly the education for children with disabilities received very little attention of educationists, policy makers, administrators and Central/State legislatures. The differently-abled, left to their fate, underwent all sort of misery as neglected citizens. In the early 1950s, children with developmental disabilities were entirely excluded from the public education system. Subsequently, changes in the Education System were initiated and it was realized that these children also had the ability to learn. Gradually, more and more knowledge was gained about the untapped potential of children with developmental disabilities. Government services began to focus on providing support to such children, youth with disabilities and their families. The last few

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decades have witnessed enactment of laws and formulation of policies and procedures for including children and youth with special needs in regular classrooms.

1.4. Universalization of Education would be meaningless, if quality education is not provided to Children with Special Needs (CWSN). Inclusive education as a system embraces the varied needs of special children and meet their requirements to emerge as better adapted, accepted and confident citizens in society. Education to children with disabilities is a challenging task as every child with disability has different needs. Although the concept of inclusive education is gaining strength and momentum with the enactment of various laws, yet implementation of such laws requires lot of preparations, reorientation of policies, programmes and procedures as well as attitudinal changes in the stakeholders.

1.5. Therefore, the present policy is framed in accordance with the provisions of the Rights of Persons with Disabilities Act, 2016, to be called as **"Policy for Providing Education to Differently Abled Students in Union Territory of Chandigarh-2025".**

2. AIMS AND OBJECTIVES:

2.1 The Rights of Persons with Disabilities Act, 2016 (hereinafter referred to as RPwD Act, 2016) which covers 21 (Twenty one) disabilities mandates that all kinds of services and facilities be extended to children with benchmark disabilities.

2.2 This policy aims to bring about a positive outlook and upliftment in the life of children with disabilities, not only through education, but also through a lifelong rehabilitation process.

2.3 This will capacitate them to learn in a congenial, compatible and healthy environment wherein their efficacious participation shall empower them to realize their potential to the utmost.

3. DEFINITIONS:

3.1 In this policy, unless the context otherwise requires:-

3.1.1 "Appropriate Government" means, the Administrator, Union Territory, Chandigarh;

3.1.2 "Barrier" means any factor including communicational, cultural, economic, environmental, institutional, political, social, attitudinal or structural, which hampers the full and effective participation of persons with disabilities in society;

3.1.3 "Competent Authority" means Director School Education, Chandigarh Administration;

3.1.4 "Discrimination" in relation to disability, means any distinction, exclusion, restriction on the basis of disability which is the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field and includes all forms of discrimination and denial of reasonable accommodation;

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3.1.5 "Inclusive Education" means a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities;

3.1.6 "Person with benchmark disability" means a person with not less than forty percent of a specified disability where specified disability has not been defined in measurable terms as well as a person with disability where specified disability has been defined in measurable terms, as certified by the certifying authority;

3.1.7 "Person with disability" means a person with long-term physical, mental, intellectual or sensory impairment, which, in interaction with barriers, hinders his full and effective participation in society equally with others;

3.1.8 "Mainstream-able" (as per International Bureau of Education – UNESCO) the integration of learners with special needs into general educational settings or regular schools, ideally facilitated by appropriate curriculum, infrastructure adjustments and by the provision of specially trained staff;

3.1.9 "Neighbourhood" means the area or limits of neighbourhood within which a school has to be established by the appropriate Government or the local authority

3.1.9.1 in respect of children in classes from I to V, within a walking distance of one km of the neighbourhood;

3.1.9.2 in respect of children in classes from VI to VIII, within a walking distance of three km's of the neighbourhood;

3.2 The words and expressions used in this policy, but not defined, shall have the same meaning as assigned to them in The Rights of Persons with Disability Act, 2016.

4. APPLICABILITY:

4.1 This policy shall be applicable to all the Government and Government Aided Schools of UT, Chandigarh Administration.

4.2 Private schools recognized by Education Department shall admit children with Benchmark Disabilities as per clause 7(iv) of the present policy i.e. "Policy for Education to Children with Disabilities" and will extend necessary support services to these Children with Special Needs (CWSN) in accordance to the provisions of Section 16 and Section 31 of Right of Person with Disabilities Act, 2016.

5. STEPS AND INITIATIVES FOR PROVIDING EDUCATION TO CHILDREN WITH DISABILITIES:

For successful implementation of the provisions of RPwD Act, 2016, following steps/initiatives are considered appropriate and necessary to be undertaken by the stakeholders:

5.1 Identification and Assessment of Children with Disabilities: For identification and certification of Children with Disabilities, following steps are required to be taken:

5.1.1 Comprehensive household survey for identification of children with disabilities shall be carried out by mobilizing manpower resources of different departments like Asha Workers/ANMs, Aanganwadi

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Workers, Special Educators (working in Government Schools and students undergoing training in Special Education courses) possessing qualification prescribed by Rehabilitation Council of India (RCI). Education Department, Chandigarh Administration will act as Nodal Department for this purpose.

5.1.2 Education Department, Chandigarh Administration in consultation with Social Welfare Department and Health Department of Chandigarh Administration, shall prepare and notify plan/time frame for organizing assessment and certification camps in government schools of UT Chandigarh or other suitable locations.

5.2 Placement of Children with Disabilities in different Educational Models:

5.2.1 A checklist for class teachers on Pre-Assessment Holistic Screening Tool (PRASHAST App)devised by National Council of Educational Research and Training (NCERT)to screen Children with Disabilities to be used in Inclusive Classroom setup.

5.2.2 A checklist for identification of appropriate educational interventions like Inclusive Set-up, Integrated set-up, Home based education, School Readiness Centers etc. for Special Educators/ counselors to be devised by Government Rehabilitation Institute for Intellectual Disabilities (GRIID), Chandigarh in collaboration with Education Department, Chandigarh Administration.

5.2.3 If the child is already enrolled in the school and is subsequently diagnosed as not mainstream-able, the child shall be relocated in the setup which is best suited to the child's needs as per screening and identification checklist (referred to above).

5.2.4 In order to provide need based services for Children with Disabilities, following models of education can be adopted depending upon the type and degree of disability:-

5.2.4(A) Early intervention helps in rehabilitation and inclusion of children with disabilities. Children with disabilities up-to the age group of 6 years are being handled both by Aanganwadi workers and teachers of primary classes, as such strengthening of Aanganwadi Centers and pre-primary classes is the need of the hour. In addition to this, Aanganwadi Workers and teachers of Pre-primary classes to be trained by the Education Department, Chandigarh Administration in collaboration with the Social Welfare Department, Chandigarh Administration for early identification (till the age of 06 years) of CWSNs and for providing qualitative inclusive education.

5.2.4(B) Inclusive Education: The concept of inclusion education is about changes in the school environment to address and identify the needs of students with disabilities and groom them accordingly. Education Department UT Chandigarh will give priority to Inclusive Education for children with disabilities and this includes:

(i) Resource Support through Samagra Shiksha as per norms for holistic development.

(ii) Inclusion of children with disabilities without any discrimination and barriers in the school for which measures to sensitize peers, teachers and school administrators to be initiated.

(iii) Training of existing teachers and provision of special educators in schools for exclusive support

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of children with disabilities. The voluntary services of parents / community workers for assisting the teacher to been encouraged.

(iv) School teachers of Govt. and Govt. Aided Schools of UT, Chandigarh to equip themselves in the area of disability through Open and distance learning mode recognized by Rehabilitation Council of India (RCI).

(v) Changes/ adaptations in the curriculum.

(vi) Changes in teaching and learning methodology and inculcation of peer group interaction techniques with CWSNs.

(vii) It also involves application of appropriate assessment methods, multi-level instructional approaches and increased attention to diverse student needs.

5.2.4 (C) Integrated School Setup (for children who cannot be mainstreamed: to help children with disabilities cope with their mental age and chronological age in their learning process, need based support services shall be provided by Chandigarh Administration. At least one integrated classroom to support inclusive education in every model school having a trained special educator, therapists, barrier free access, training on skill development etc. will be provided in each cluster by the Education Department, Chandigarh Administration.

5.2.4 (D) School Readiness Centers for children who can be mainstreamed:_School Readiness Centers will provide assistance to such Children with Disabilities who have never been enrolled at an early age or are dropouts and can be mainstreamed in inclusive setup. These centers shall take following steps for mainstreaming of Children with Disabilities:-

(i) School Readiness Training will be provided within the premises of Government schools of UT Chandigarh or in the Special schools of UT Chandigarh in close proximity of regular school.

(ii) The School (Government or Special) of UT Chandigarh will provide support to Children with Disabilities with the help of existing Special Educator of the school.

(iii) For this purpose, School Principal/ Head/ In-charge will provide all types of facilities for inclusive set-up.

5.2.4(E) Home-Based Education for CWSN**:**

(i) Any child with severe degrees of disabilities, who cannot commute to school or cope with the school curriculum, is to be covered under Home-Based Education (HBE) by Education Department, Chandigarh Administration.

(ii) Children under HBE to be admitted to an integrated school set-up in Government school.

(iii) Special educators imparting HBE to children with disabilities should, right from the beginning, bring a child to a neighbourhood school at least once a month. HBE should not be confined only to home; efforts should be made to bring the child to the school as often as possible.

5.2.4 (F) Special schools presently working under Government Medical College and Hospital, Sector-32, Chandigarh, Social Welfare Department and NGO's, cater to single disability each. In order to

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provide comprehensive support to children with disabilities, special schools will collaborate with Department of Education with respect to educational, manpower and other resources. The special schools shall be required to perform the following duties:-

(i) Conducting training and capacity building programmes for different stakeholders dealing with Children with disabilities.

(ii) Setting up of school readiness centers.

(iii) Rendering assistance in running the school readiness programmes.

(iv) Development of Teaching Learning Material for CWSN.

(v) Resource support in carrying out examination and evaluation reforms. Steps shall be taken for enabling the Children with Disabilities of these schools to participate in co-curricular activities with any regular school for at-least one event whenever feasible.

(vi) The special schools shall also develop more avenues for vocational education of CWSN for developing vocational skills, subject to availability of finances/resources.

5.3 Provision of Aids and Appliances as per the needs of CWSN:

5.3.1 The Assistance to Disabled Persons for Purchase/ Fitting of Aids and Appliances (ADIP) scheme is specially designed to provide support to individuals with disabilities. This scheme is part of the larger effort to ensure that people with disabilities can lead a more independent and productive life. Under the scheme, various aids and appliances are provided to individuals with disabilities free of cost or at subsidized rates depending upon the beneficiary's income.

5.3.1 (A) Assistive Devices: Distribution of aids and assistive devices that is appropriate for children with disabilities. This can include wheelchairs, crutches, hearing aids, low-vision aids, special mobility aids for children with Cerebral Palsy and aids for improving the life of children with Muscular Dystrophy or spinal cord injuries, among others.

5.3.1 (B) Priority is to be given to children with disabilities, women with disabilities and beneficiaries from economically weaker sections of society.

5.3.1 (C) Aids and appliances under ADIP scheme are free of cost or at subsidized rates depending upon the beneficiary's income and person having benchmark disability. However, under ADIP-SSA, the aids and appliances are provided free to children with disabilities in the age group of 3-18 years being covered under Samagra Shiksha and belonging to economically weaker section of the society. This is being implemented on fund sharing pattern i.e. 40% cost is borne by Samagra Shiksha and 60% by Artificial Limbs and Manufacturing Corporation of India Limited (ALIMCO)

5.3.2 Assessment camps for prescription of Aids and Appliances for children with disabilities shall be organized twice in a year. Expenditure on one camp each shall be borne by Education Department, Chandigarh Administration and Social Welfare Department, Chandigarh Administration.

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5.3.3 Children identified for any aid(s) and appliance(s), on the basis of prescription, shall be provided with the required aid(s)/appliance(s). The expenditure in this regard to be borne by the Social Welfare Department, Chandigarh Administration as per the Guidelines of Assistance to Disabled persons for purchasing & fitting of aids & appliances (ADIP) scheme (a scheme of GoI for providing free of cost aids and appliances). In case of CWSN enrolled in Government schools the aid(s) and appliance(s), the expenditure to be met out of Assistance to Disabled persons for purchasing & fitting of aids & appliances (ADIP-Samagra Shiksha) scheme out of the funding of Samagra Shiksha.

5.3.4 Funds for procurement of aids and appliances, not covered under the ADIP Scheme, shall be provided by the UT, Chandigarh or will be raised through Corporate Social Responsibility (CSR) activities by Social Welfare Department, Chandigarh Administration.

5.4 Curriculum Development:-

5.4.1 Common guidelines for modification and adaptation of curriculum shall be formulated by the Education Department U.T. Chandigarh in convergence with Department of Disability Studies and Community Education Panjab University.

5.4.2 The guidelines to be framed keeping in view the ability of CWSN and their learning outcomes specific to their grade/class.

5.4.3 Schools (Government and Government Aided) of UT Chandigarh in which Children with Disabilities are enrolled will provide need based learning material e.g. audio-visual material on Indian Sign Language from National Council for Educational Research and Training (NCERT), Braille, Large Print Books from National Institute for Empowerment of Persons with Visual Disabilities.

5.5 Modifications in Evaluation

5.5.1 CWSN shall be given all the concessions and accommodations during evaluation procedure at all the levels/grades as per the provision of Central Board of Secondary Education (CBSE).

5.5.1 CWSN shall be given the opportunity to substitute the subject as per the provisions/ guidelines laid down by CBSE.

5.5.2 Provision shall be made for National Institute for Open Schooling (NIOS) for CWSN at school level based on the willingness of parents of CWSN.

5.6 Other regulatory issues in education:

The Education Department, Chandigarh Administration would:-

5.6.1 Facilitate appointment of at least one parent/ guardian of children with disability among the members of the School Management Committee established under section 21 of the Right of Children to Free & Compulsory Education Act 2009.

5.6.2 Ensure and monitor the admission, attendance and completion of elementary and secondary education of child with disability.

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5.6.3 Develop requisite study material / module in teachers training curriculum such that they are equipped to understand and cater to the general needs of students with disability in their class.

5.6.4 A District level monitoring committee may be constituted to protect the interests of PwD Students.

6.MANPOWER DEVELOPMENT-ROLES AN RESPONSIBILITIES:-

6.1 Core Resource Group

A Core Resource Group of experts from among the educationist, medical experts from different areas of disabilities and educational administrators shall be constituted by the Education Department which shall frame guidelines for identification of disabilities covered under RPwD Act, 2016 for further circulation to all the stakeholders.

6.1.1 It shall evolve mechanism to ensure that concessions/ accommodations as per guidelines of CBSE in consonance with RPwD Act 2016 are to extended to each child with benchmark disability.

6.1.2 Core group shall compile the information related to education of children with disabilities and upload it on the website of Education Department, Chandigarh Administration.

6.1.3 It shall frame the guidelines for curriculum adaptations for CWSN in inclusive class and training of school teaches on curriculum adaptations.

6.2 Trained Special Educators:-

CBSE vide instructions dated 13.06.2017 and instructions from Ministry of Education vide circular dated 10.06.2022 laid down that services of at least one trained Special Educator per school are required to be made available through State Funds/Samagra Shiksha grant in case of Government schools and school funds in case of Private Schools. These educators shall take care of CWSN who need additional attention to be mainstreamed in the neighboring regular school from the school readiness center.

6.3 School Counselors:-

Children with disabilities normally manifest various behavioral problems associated with disabilities. These behavioral issues of Children with disabilities will be addressed by school Counselors deputed in inclusive schools in consultation with special educator, class teacher and parents.

6.4 Training Programmes:

6.4.1 School staff and peer groups shall be trained and sensitized towards the needs of Children with Disabilities enrolled in the school to create/facilitate a congenial environment for them.

6.4.2 Currently, special educators, having been trained in one single disability, are ill equipped in handling differing disabilities of Special Children. To do away with this limitation, the special educators are required to undergo training on different disabilities preferably the courses from Rehabilitation Council of India. The ongoing teacher training institutes would be required to design cross-disability training.

6.4.3 SCERT shall strengthen its faculty by inclusion of RCI qualified lecturers/Assistant Professors. The institute should include one paper on Inclusive Education in D.El.Ed. Courses.

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6.4.4 Special Education training institutes like GRIID shall initiate training of general education teachers on Inclusive Education Module and also act as Study Centre for RCI approved courses on Inclusive Education through distance mode.

6.4.5 General teachers shall seek guidance from Special Educators to modify and adapt to various aspects of the curriculum. This collaborative approach/ combined effort will facilitate mainstreaming of the CWSN in schools without harming the intellectual caliber of regular children.

6.4.6 Parents training programmes shall be conducted in every school to equip/empower parents in handling children with disabilities in a better manner.

6.4.7 A Peer-Sensitization Programme shall be conducted in all schools for regular children to learn to consider the CWSN as an equal, and to help him/her in their classroom and school.

7. ADMISSION POLICY IN INCLUSIVE SCHOOLS :

7.1 Free Education to Children with Disabilities till the child attains the age of 18 years.

7.2 Provision of admission without any discrimination in Inclusive Neighborhood School or schools of choice till she/he attains the age of 18 years.

7.3 Reservation for Children with Benchmark Disabilities in admission as per the provisions of RPwD Act, 2016.

7.4 A 3% reservation for Children with Benchmark Disabilities within 25% EWS/Disadvantaged Group category seats reserved under the RTE Act, 2009.

8. INITIATIVES FOR CREATING OTHER FACILITIES:

8.1 Transport and Escort Allowance:- Children with special needs, admitted in Government/Government Aided Schools and registered under UDISE, shall be provided with transportation and escort allowance (also the children with disabilities covered under Home Based Education) through funds to be allocated by Government of India under Samagra Shiksha / Education Department, Chandigarh Administration.

8.2 Scholarships:- Existing schemes of scholarships to Children with Disabilities shall be widely publicized by Education Department, Chandigarh Administration for the benefit of maximum number of such children.

8.3 Skill Training:- As per provision of National Education Policy 2020 (NEP), there shall be provision for providing practical training in different skills/vocational courses to Children with Disabilities enrolled at Upper Primary, Secondary/Senior secondary level.

8.4 Vocational Training Courses:-

8.4.1 Introduction of skill based Vocational Courses for children with intellectual disabilities (class 9th onwards), based on practical approach (more weightage to practical than theory), will prove to be more learner friendly in comparison to the present vocational curriculum which is substantially theoretical.

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8.4.2 CSR funds may be utilized to vocationally rehabilitate Children with Disabilities. In addition, NGO's/Special Institutes may be roped in to provide job oriented Vocational Training. In case of non-availability of CSR funds, the vocational training shall be imparted through schools.

8.5 Sports Facilities:-

8.5.1 Existing Sports Faculty to be trained with the help of Special Olympics Bharat through coach training camps. Their services may be utilized to impart training to Children with Disabilities.

8.5.2 Department of Sports, Chandigarh Administration shall organize the state level competitions in the form of Paralympics for all children with disabilities.

8.6 Therapy Camps:- Education Department, Chandigarh Administration in consultation with Department of Health, Chandigarh Administration to prepare a roster to provide therapists/ organize therapy camps for children with disabilities enrolled in inclusive setup.

8.7 Awards:- To give an impetus to inclusive education, award to be given by the Education Department, Chandigarh Administration for schools imparting best Inclusive Education services to a good/maximum number of children with disabilities.

8.8 School Building and Campus:- All school buildings/ campuses & other facilities to be made accessible/ barrier free to all children with disabilities, keeping in view structural/ architectural feasibilities.

9. MONITORING AND ENFORCEMENT OF THE POLICY:

For effective implementation of this policy, following steps may also be undertaken:

9.1 Education Department, Chandigarh Administration shall act as Nodal Department for implementation of this policy. For this purpose a Special Cell shall be established which shall be headed by Deputy Director School Education. The provision of funds will be made in annual budget of the Department.

9.2 Every Department and Institution in UT Chandigarh associated with the implementation of this policy shall nominate a Senior Officer as Nodal Officer.

9.3 A State Level Committee may be constituted for monitoring the implementation of policy, the composition of which may be as follows:

(i)	Director School Education	-	Chairperson
(ii)	Deputy Director School Education	-	Member Secretary
(iii)	District Education Officer	-	Member
(iv)	Mission Coordinator, Samagra Shiksha	-	Member
(v)	Deputy Controller (F&A), Education Department	-	Member
(vi)	District Sport Officer	-	Member
(vii)	Nodal Officer of Finance and Planning Officer, Finance Department	-	Member
(viii)	Nodal Officer of Health Department	-	Member
(ix)	Nodal Officer of Social Welfare Department	-	Member
(x)	Nodal Officer of GRIID, Chandigarh	-	Member
(xi)	Two Principals from Government Schools*	-	Members

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(xii)	Project Manager (IE)	-	Member
(xiii)	Two Independent Experts*	-	Members
(xiv)	Two Special Educators*	-	Members

* To be nominated by Director School Education.

9.4 The Chairperson of State Level Committee will be appointed as Grievance Redressal officer as per requirement of Section 19 of RPwD Act.

9.5 Every school shall constitute a grievance redressal committee at school level for addressing the problems/issues being faced by them. The composition of which shall be as follows :-

i. Principal/ Head of the school
ii. CWSN Incharge
iii. 01 Senior Teacher
iv. Parent of 01 CWSN
v. School Counsellor
vi. Member of School Management Committee.

9.6 Every school should ensure that parent of 01 CWSN be the member of School Management Committee.

10.REMOVAL OF DIFFICULTIES: In case of grievance or complaint against any school, State Level Committee shall enquire into the matter and send its recommendations to Secretary Education, UT, Chandigarh who will issue directions as considered appropriate and necessary for redressal of grievances to institutions and/or the authorities managing them. The decision taken by Secretary Education shall be final.

11. MISCELLANEOUS:

11.1 Difficulty and Inconsistency:

In case there is any difficulty qua the interpretation of the clauses of this policy, then the provisions of RTE Act 2009 and RPwD Act 2016, so far as they are not inconsistent shall prevail.

11.2 Review / Amendment of Policy:

The provisions of the policy may be reviewed/amended whenever required or at any time to bring them inconsonance with provisions of RTE Act or RPwD Act 2016.

Dated, Chandigarh
The 6th August, 2025

(Sd.) . . .,
Director School Education,
Chandigarh Administration.

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CHANDIGARH ADMINISTRATION
HOME DEPARTMENT
(DISTRICT ADMINISTRATION AND REVENUE BRANCH)

Notification

The 23rd October, 2025

No. 13173-HIII(5)/2025/14587.—In supersession of Chandigarh Administration, Home Department Notification No. HIII(5)/2014/10825 dated 16th June, 2014 and in exercise of the power conferred by Sub Section (1) of Section 20 read with Clause (s) of Section 2 of the Disaster Management Act, 2005 read with Disaster Management (Amendment) Act, 2025 (Act No. 10 of 2025), the Administrator, Union Territory, Chandigarh is pleased to re-constitute the State Executive Committee (SEC) for Union Territory, Chandigarh, comprising of the following officers :-

Sr. No.	Name of officer	Designation
1	Chief Secretary, Union Territory, Chandigarh	Chairperson (ex-officio)
2	Home Secretary Chandigarh Administration	Member (ex-officio)
3	Finance Secretary, Chandigarh Administration	Member (ex-officio)
4	Secretary, Rural Development, Chandigarh Administration	Member (ex-officio)
5	Secretary, Food and Supplies, Chandigarh Administration	Member (ex-officio)
6.	Director General of Police, Union Territory, Chandigarh	Member (ex-officio)

The Administrator,
Union Territory, Chandigarh.

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CHANDIGARH ADMINISTRATION
HOME DEPARTMENT
(DISTRICT ADMINISTRATION AND REVENUE BRANCH)

Notification

The 23rd October, 2025

No. 546378-HIII(5)/2025/14580.— In exercise of the power conferred by Section 2(s) of the Disaster Management Act, 2005(Act No.53 of 2005) (hereinafter referred to as 'Principal Act') read with Section 38 of the Disaster Management (Amendment) Act, 2005(No. 10 of 2025) whereby clause (ia) has been inserted in sub Section 2 of Section 38 of the Principal Act, and all other powers enabling him in this behalf, the Administrator, Union Territory, Chandigarh is pleased to notify hazard wise the following Departments of Chandigarh Administration as Nodal Department in Union Territory, Chandigarh which shall be responsible for monitoring, early warning, prevention, mitigation, preparedness and capacity building withregard to disasters arising from hazards specified in this notification :-

S. No.	**Hazard**	**Nodal Department**
1.	Earthquake	Engineering Department
2.	Urban Flooding	Municipal Corporation
3.	Heat Wave	Health Department
4.	Cold Wave	Health Department
5.	Fire	Municipal Corporation (Fire Services)
6.	Chemical/Industrial Accidents	Industries Department
7.	Road Accidents	Chandigarh Police
8.	Pandemic/Public Health Emergency	Health Department
9.	Terrorism/Bomb threat/ Stampede	Chandigarh Police
10.	Building Collapse	Engineering Department
11.	Lighting/Thunderstorm	Municipal Corporation
12.	Power Outage (During Emergencies)	Electricity Department

The Administrator,
Union Territory, Chandigarh.

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CHANGE OF NAME

I, Kamlesh Gupta W/o Yogindra Nath R/o H. No. 3282, Sector 27-D, Chandigarh, has changed my name to Kamelesh Gupta.

[1857-1]

I, Sudher S/o Roshan Lal (R.L. Verma) R/o H. No. 1163, Sector 19-B, Chandigarh, changed my name to Sudhir Verma.

[1858-1]

I, Anju Devi W/o Om Parkash Thakur R/o House no 3107/2, Sector 41-A, Chandigarh, have changed my name from Anju Devi to Anjana Thakur.

[1859-1]

Vijay Shanker Saroj S/o Satinder Kumar R/o # 150, Sector 8-A, Chandigarh, have changed my name to Vijay Shankar.

[1860-1]

I, Poonam W/o Parmod Kumar R/o House no. 138A, Sector-26, Police Colony Chandigarh, have changed my name from Poonam to Poonam Kumari.

[1861-1]

I, Rahul S/o Balbir # 2648, 38West, DMC, Chandigarh, have changed my name to Rahul Kumar.

[1862-1]

I, Chander Muni Prasad S/o Ram Nand Prasad # 1423, Village Faidan Nizampur, Chandigarh, have changed my name to Chander Muni.

[1863-1]

I, Ram Bali Yadav S/o Ram Dular R/o H. No. 763, Sector 8-B, Chandigarh, have changed my name from Ram Bali Yadav to Ram Bali.

[1864-1]

I, Baljit Kaur W/o Charan Singh R/o House No. 216, Sector 20-A, Chandigarh, have changed my name from Baljit Kaur to Manjit Kaur.

[1865-1]

I, Rohit S/o Ram Dev R/o # 12, Phase 3, Bapudham Colony, Sector 26, Chandigarh, have changed my name to Rohit Saxena.

[1866-1]

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